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ABSTRACT

The semi-annual newsletter allows for dissemination of current information of the World-of-Work Economic Education Project (WOWEE) which will provide a basis for career planning by junicr and senior high students. Intended for teachers and other educators, the newsletter typically includes details about upcoming conferences, meetings, and workshops; available materials; staff announcements; notes of interest; publications; and general announcements concerning the project. In this first issue the lead article describes the effort of the two-year national project conducted by the Joint Council of Economic Education in cooperation with the Colorado State University Center for Economic Education and includes information on objectives and funding. Other articles explain career education goals; suggest approaching the study of the economic system from the standpoint of a human resource; discuss content and purposes of the projects toward helping youth; name staff; and list basic reading reference materials related to the World of Work Project. A regular feature of the newsletter will be "School Talk" in which educators describe their experiences with the program. Those interested in receiving the free newsletter should get on the mailing list. (SJM)

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NEWSLETTER
OF THE NATIONAL

WORLD-OF-WORK ECONOMIC EDUCATION PROJECT

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# National WOWEE Project Begins

The need for world-of-work economic education as a basis for career planning by junior and senior high school students will be the focus of a two-year national project conducted by the Joint Council on Economic Education in cooperation with Colorado State University's Center for Economic Education. Dr. George L. Fersh, associate director of the JCEE, heads up the overall project.

Funded by the U. S. Office of Education, Bureau of Adult, Vocational and Occupational Education, the training and dissemination program is entitled "World-of-Work Economic Education: A Key to Career Education in the Secondary Schools." The acronym WOWEE is used as a short title. The project is the outgrowth of a curriculum development and research program carried out in Ohio in 1966-68 by Dr. Robert L. Darcy, now a professor of economics at Colorado State University, and Phillip E. Powell, Director of the Center for Economic Education at Henderson State College in Arkansas.

Reflecting the Ohio experience, an experimental text for secondary schools, *Manpower and Economic Education: Opportunities in American Economic Life* by Darcy and Powell, was published in 1968 by the Joint Council.

With the accompanying teacher manual, it is currently used at various grade levels, 7 through 12, in school systems throughout the country.

By means of the WOWEE Project, the Joint Council plans to give the manpower or career approach to economic education additional impetus. In addition the project is expected to help schools strengthen planning and implementation of Career Education programs, a top priority of the USOE. Tripling of enrollment in world-of-work economic education classes is expected to result from the dissemination and training effort. A key role in the project will be played by the Joint Council and its network of Affiliated Councils, Centers, and Cooperative Schools.

Major features of the dissemination project are seven statewide one-day conferences and two regional three-day institutes each year, which will reach more than 300 educational leaders from all states. In addition, a three-week national workshop will prepare 25 selected teachers and coordinators each year for leadership in implementing career economic education programs in secondary schools.

Dates, locations, and other details of the conferences and institutes will be announced by the JCEE and its affiliated councils. The first summer workshop will be held June 24-July 13, 1973, on the Colorado State University campus in Fort Collins.

The WOWEE Project will also involve general programs of information dissemination about the content of world-of-work economic education, teaching strategies, preparation of materials for students and teachers, consultation with key leaders in state departments of education, liaison with the state employment service and other manpower agencies to obtain cooperation and support, and evaluations of outcomes.

School systems will be selected for intensive program development on the basis of their commitment to helping young men and women — including minority, inner-city, rural, and other youth — make a successful transition from school to work.

# Career Education Goals Explained

The term "career education" has abruptly entered into educational parlance. Little known before 1968, the study and implementation of this concept of education has now been placed among the top priorities of the U. S. Office of Education.

No standard definition of career education is yet available, but operational interpretations are now being found which make it possible to identify program goals.

The goals of career education, stated broadly by Sidney P. Marland, Assistant Secretary for Education, HEW, are "to familiarize youngsters with basic information about occupations in the primary grades, to help them get exposure to real work situations in the middle years, and to prepare them in senior high school either to enter their chosen field with a marketable skill at graduation or sooner, or go on for technical or professional training at the college level."

This comprehensive program would prepare each student for economic self-sufficiency in the world of work. In addition to realizing the economic significance of his work, the individual

(continued on page 2)

National Advisory Committee members for the WOWEE Project meet to confer on goals and procedures. Left to right: Myron Joseph, Carnegie-Mellon University; Walter Davis, AFL-CIO Education Director; Joseph Manch, Superintendent of the Buffalo Public Schools; Adolph Holmes, National Urban League; and Dorothy Gregg, U.S. Steel Corporation. Members not pictured are Richard Clowes, Superintendent of the Los Angeles County Schools; Carl Madden, President of the U.S. Chamber of Commerce; and Thomas Reid, Ford Motor Company.

Veteran manpower economics teacher Leroy A. Cranz interacts with eighth graders in a discussion on career planning. The students in this Theodore Roosevelt Jr. H.S. class in Zanesville, Ohio, are among 3,000 who have been enrolled in the manpower and economic education course in Zanesville's three junior high schools since it was first offered experimentally in 1967-68. Cranz prepares special supplementary materials each year to keep his students alerted to the changing world of work.

## Career Education Goals Explained

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develops positive attitudes about the personal, psychological, and social aspects of his chosen career.

One career education model is being designed for the school setting. Other models are being designed to implement the concept through employer-based, home/community-based, and institutionally-based systems.

The K-12 school based model is most advanced. Studies at Ohio State University's Center for Vocational and Technical Education have identified eight elements of career education for this model. These are *Career Awareness* | becoming aware of both economic and noneconomic dimensions of work; *Self-Awareness* | realistic introspection which helps the individual find his own identity and aids him in choosing the career which corresponds closest to his personal values; *Appreciations and Attitudes* | developing the capacity for productive participation through an appreciation of every worker's contribution to the economic system; *Decisionmaking Skills* | continuously honing the ability for sound decisions in economic and personal matters; *Economic Awareness* | learning to "read" the economic environment through an exploration of the economic system as it relates to his career development, the community, and society at large.

As the student progresses into senior high school, he begins to acquire job skills related to his career choice (even though the choice is tentative). He develops *Skill Awareness* and *Beginning Competence* in occupational clusters and then these basics are increased to full *Employability Skills*. At this point, having assisted in forming his own curriculum, the student is prepared for further training or to enter meaningfully into the world of work.

The student goes on with one more element, *Educational Awareness*, the realization that his training and education will be continuous throughout his life under the career education concept.

## Individuals Wear 3 Economic Hats

In [illegible] a study of the economic system, education [illegible] the [illegible] of the consumer, the [illegible] from [illegible] the [illegible] Career Economics [illegible] interested [illegible] [illegible] [illegible] social economics.

Education [illegible] [illegible] [illegible]

## World-of-Work Education to Help Youth

What is the content of world-of-work economic education and what are the purposes of such a program?

As with the curriculum innovation in its early stage of development, no definitive answer can be given. But by Autumn 1972, world-of-work economic education has become more than just a concept in search of a program.

Five years of classroom experience with an world-of-work economic education model — Manpower and Economic Education Opportunities in American Economic Life, disseminated by the JCEE — suggests that the rationale and content described below are close to the target of what students, teachers and manpower specialists find relevant. Appraisal is based on the learning experiences of more than 25,000 junior and senior high school students enrolled in manpower economics courses since 1968 in nearly 100 school systems in Ohio, Arkansas, Oregon, Virginia, Colorado, Missouri and other states.

The *purpose* of world-of-work economic education is to promote manpower understanding and manpower development. This means helping young people comprehend their socio-economic environment and the role they play as workers in the process of production and distribution within the American economy. And it also means motivating and assisting young people to develop their own capabilities and skills so they will be better prepared for satisfying careers.

Seven major themes comprise the *content* of world-of-work economic education, as illustrated in the "Manpower and Economic Education" model. They are:

1) Understanding the structure and performance of the U.S. economy, with emphasis on how resources, technology and institutions interact to determine the overall level of economic activity, the composition of production and the distribution of the nation's income among the members of our society.

2) Economic and noneconomic dimensions of work, including a study of the four functions of work: a means of earning income, a creative activity necessary for producing goods and services, a way of satisfying social and psychological needs, and an experience that contributes to human development.

3) The process of technological change, with its consequences of productivity growth and human costs of adjustment.

4) Manpower market processes, including an understanding of the forces of supply and demand, functions of the market, and institutional adjustments designed to improve the outcomes.

5) Labor force trends and occupational opportunities, with information on the rising participation of women workers, expanding jobs in service-producing industries, and increased skill requirements for successful labor force participation.

6) Human resource development by means of "investments in human capital" that takes the form of knowledge and skills, functional attitudes, good health, and increased mobility.

7) Rational decisionmaking for the achievement of personal goals (such as career choice) and social policy (such as improving the quality of employment and the quality of life).

Students Mike Burgess (left) and Lillie James at Kimmons Jr. H. S., Fort Smith, Arkansas, discuss a world-of-work economics class project with their teacher, Darrall Sparkman (center); Robert McDaniel, Principal; and Calvin Patterson, Director of Secondary Education for the Fort Smith Public Schools. The required year-long course that the students are taking includes one semester of manpower economics and one of U.S. history. More than 4,000 students have participated in the course since 1969.

## National Project Staff Named

Dr. George L. Fersh, associate director of the Joint Council on Economic Education, New York City, has been named National Director of the JCEE-headed world of work economic education project.

Dr. Fersh is responsible for the JCEE's network of affiliated state and local economic education councils. The author of two high school texts, he has coordinated national programs in social

Left to right: Stowell Symmes and George Fersh of the JCEE, and Robert Darcy, CSU.

studies, conservation, personal economics, and manpower education.

Assisting Dr. Fersh in the area of curriculum development and school relations will be S. Stowell Symmes, coordinator of the JCEE's school services program. Dr. George G. Dawson, director of the Joint Council's research and publications program, will be responsible for project evaluation.

Working on the project through a contract between the JCEE and Colorado State University will be Dr. Robert L. Darcy, professor of economics and director of the university's Center for Economic Education.

The JCEE staff in New York will be responsible for organization of the project's statewide conference and regional institutes, for overall administration of the project, and for evaluation. Colorado State University will conduct two summer workshops, publish the project newsletter, and assist with program planning and implementation.

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*The changing shape of the world of work is the challenge before the American economic system.*

Robert L. Heilbroner

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*Education must provide, as a basic part of its human development responsibility, the preparation needed for effective participation in our economic life.*

Manpower Report of the President

## School Talk—Feedback from Teachers

"School Talk" will be a regular feature of the WOWEE Project newsletter, and the editors welcome contributions from educators describing their experience with a world-of-work economic program.

Teaching world-of-work economics to eighth graders in a small rural community somewhat lacking in economic awareness would seem to be a difficult task. When the students are also weak in learning skills, a teacher might wonder just how to proceed.

In a required course in manpower economics at Fouke High School, Fouke, Arkansas, Mrs. Frances Watkins has turned the above teaching problems into focal points for the class. She used the environment and student need as bases for helping students answer the question that she thought was topmost in their age group: "Who am I becoming?"

Using the text *Manpower and Economic Education: Opportunities in America Today*, published by the Joint Council on Economic Education, Mrs. Watkins developed a personalized classroom procedure in which students read the lessons aloud in a seminar setting, kept notebooks on classroom and outside work, and prepared individual career booklets.

The students learned to view their community and state as enthusiastic participants rather than as onlookers. Along with interested parents, many members of the class became sufficiently aroused to contact state government leaders about issues being considered by the legislature. When some of their suggestions were actually incorporated into state law, the students felt for the first time their importance within the socio-economic structure.

In order to understand the current job outlook, the class studied economic functions within their community and in nearby metropolitan areas. They discussed social values regarding production and technological progress. And they explored specific types of training that might be necessary to attain their own occupational goals.

Student progress was evaluated by frequent objective tests, classroom participation, and homework assignments. Results of the Iowa Basic Skills Test showed that some students raised their reading comprehension by three to four grades. Mrs. Watkins felt that the manpower economics class was highly influential in these cases and also in helping some previously unmotivated students to become actively involved in classwork.

Students themselves praised the course. I would recommend this course for all eighth-grade students," said a girl, "because no matter how dumb they think they are or how smart, they can benefit from this course." And a boy wrote, "Economics has shown me the way to be a better producer, citizen, and consumer in this world's economy."

The school's superintendent said that the course was one of the finest offered in the school.

Editor's note: Mrs. Watkins received a $500 Master Teacher Recognition Award in 1971 for her outstanding experience in teaching world-of-work economics.

## Powell to Join WOWEE Staff

Phillip E. Powell, director of the M. H. Russell Center for Economic Education at Arkansas, will join the WOWEE Project staff Feb. 1, 1973.

Phillip E. Powell

Prof. Powell has been granted leave of absence by Henderson State College to assume the positions of project co-director. Representing the Joint Council on Economic Education, he will be located on the Colorado State University campus in Fort Collins.

In cooperation with the Arkansas State Council on Economic Education, Prof. Powell worked with personnel in social studies, vocational education, State Employment Service, Commission on the Status of Women, educational TV, and other groups interested in manpower economics.

Under his leadership, the Arkansas program in world-of-work economic education has become a model for the nation.

## JCEE Has Details on WOWEE Programs

Information about WOWEE orientation and training sessions—designed for teachers, school administrators, state department of education personnel, professional association representatives, and other interested state and community leaders—may be obtained by writing to:

WOWEE Project
Joint Council on Economic Education
1212 Avenue of the Americas
New York, New York 10036

Details about upcoming conferences, institutes, and workshops; materials available; and consulting assistance for world-of-work economic education programs also may be obtained.

NATIONAL WORLD OF WORK ECONOMIC EDUCATION PROJECT

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